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# LANGUAGE LESSONS FOR LITTLE PEOPLE

JOHN MORROW



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# LANGUAGE FOR LITTLE PEOPLE

BY

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MORROW'S LANG. FOR LITTLE PEOPLE.

W. P. I

## PREFACE

THIS book presents daily exercises in the English language for pupils of the Second Reader grade.

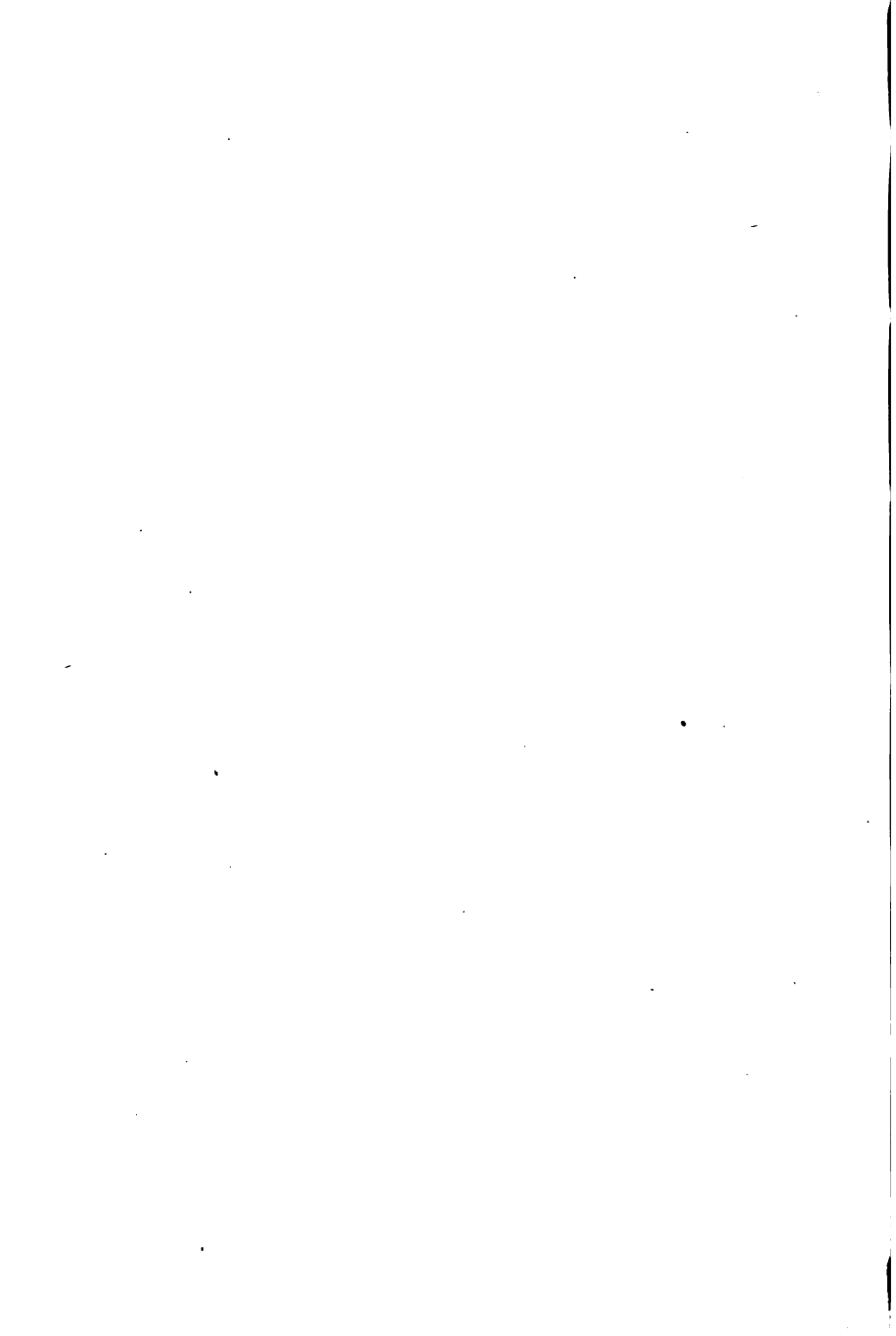
It is based upon the belief that careful practice is needed in training the child early in life to express *his own* thoughts regarding matters within his *own experience*, and in leading him to use correct English as a habit.

It presupposes a definite time in the daily school program for language work, apart from all other subjects.

While the book contains suggestions for each day, its directions are not mandatory.

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# LANGUAGE FOR LITTLE PEOPLE

## 1. SEEING.

I. Mary was sitting at the window one day. She turned to her mother and said, "Mother, I see so many things." Her mother said, "Tell me what you see." Mary said: "I see a cat. It is on the fence. There is a bird in the tree. My doll is on the ground."

**These are Sentences.**

Make two sentences, telling of things you can see at home; on the way to school; in the schoolroom, — as, *I see a desk.*



II. Tell on paper three things that you can see.

Begin each sentence with a capital letter and end it with a period.

III. Tell five things that you have seen people do; thus, *I have seen boys playing ball.*

IV. Make three sentences about girls or boys playing.

V. Write the following sentences:

Mary saw the cat by the fire. Mary saw the bird. Mary saw her doll. Mary saw herself in the looking-glass.

Tell what you saw at the grocery; thus, *I saw a man selling sugar.*

Tell what you saw on the way to school.

Use *saw* in each sentence. Do not use *seen*.

## 2. HEARING.

I. The baby hears Harry's watch tick. He hears the school bell ringing.

Tell your teacher what you can hear in the

schoolroom ; on the way to school ; at home.  
Tell what a cat does to make itself heard ;  
a dog ; a boy ;  
a baby.

II. Use *hear*,  
*hears*, or *heard*  
in the follow-  
ing blanks :

The cat —  
the dog bark.  
The boys —  
the man call.



The girls can — the boys talk. We can — a  
man sing. We — the boys. John and Mary  
— the bells ring. The boys — the bells. The  
mice — the cat.

III. Copy the sentences in II and fill the  
blanks.

IV. Tell something that your dog has  
heard ; thus, *My dog heard me speak to him.*

Tell two things that a boy can hear. Tell  
two things that a horse can hear.

V. Copy the following sentences :

I have seen the bird. John and I have seen  
Mary. William and Mary have seen John. I have

seen and heard Maude. Mary has seen and heard Jennie. Willie has heard and seen the horse. I have not seen Henry to-day.

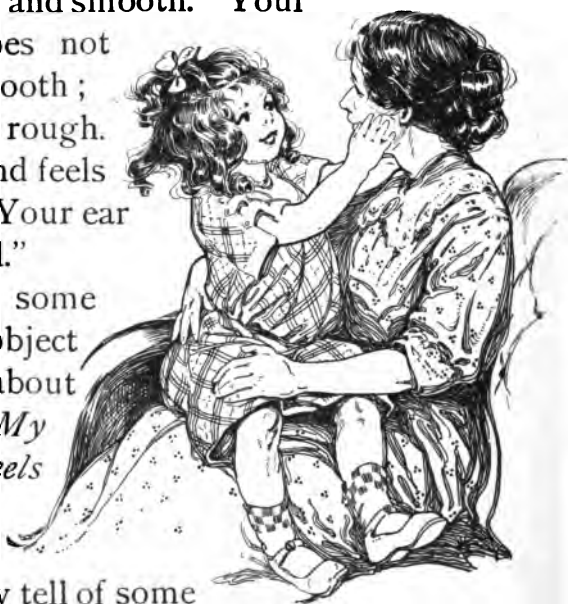
NOTE TO TEACHER. — These exercises and the similar exercises that follow are intended to fix in the minds of pupils correct forms and expressions. The teacher may ask questions and get replies from the pupils individually or in concert. The exercises should be varied as much as possible so as to maintain and increase interest and thus impress correct forms and prevent the use of improper ones.

### 3. TOUCH.

I. Jennie is saying: "Mother, your cheek feels soft and smooth. Your dress does not feel smooth; it feels rough. Your hand feels warm. Your ear feels cold."

Touch some smooth object and tell about it; thus, *My paper feels smooth.*

In the same way tell of some



things that are rough to the touch. Tell of some things that are hard; that are soft; that are hot; that are cold.

II. Tell how your hat feels to you when you touch it; pussy's fur; the dog's coat; an orange; an apple; a doll's head.

III. In the same way tell about your finger nails. Tell about your teeth; your eyebrows; your cheeks; your lips; your hair; your fingers; your nose.

IV. Copy the following lines and learn them:

*If a task is once begun  
Never leave it till it's done.  
Be the labor great or small,  
Do it well or not at all.*

V. Write the following names as your teacher reads them to you:

John and Jim, Tom and Tim, Sarah, Susan, Mary.  
Helen, William, Maude, Virginia, Henry, George,  
and Harry.

Samuel, Isaac, Jacob, Joseph, Minnie, Martha,  
Carrie.

Peter, Patrick, James and Edward, Howard,  
Blanche, and Terry.



## 4. TASTE AND SMELL.

I. Tommy is finding out how things taste. He says: "Sugar tastes sweet. Vinegar tastes sour. Pepper bites my tongue.



Some milk tastes and smells sour."

Tell the class what he will say about a lemon; an apple; an orange; a clove; a piece of sugar; buttermilk.

II. Tell on paper how an orange tastes; a lemon; vinegar; candy.

III. Give at least five sentences, telling of things you can both taste and smell; thus, *I can taste and smell coffee.*

IV. Learn the following lines:

*For flowers that bloom about our feet,  
For tender grass, so fresh, so sweet;  
For song of bird and hum of bee;  
For all things fair we hear or see,  
Father in heaven, we thank Thee!*

## V. Copy the following.

*Mary has gone for some milk,  
Jennie has gone for some tea,  
Sallie has gone for some silk,  
The boys have gone to hunt me.*

Fill the following blanks with *gone* :

Has Mary — to see Jane? Have the boys  
— for the cow? Thomas has — to see his  
uncle. Had the boy — before his father came?  
Could the boy have — sooner?

**CAUTION.** — Do not use the word *went* with *have*, *has*, or *had*.  
Use *gone* instead.

## 5. THE UMBRELLA MENDER.

I. Once on a very rainy day Mr. Brown took his umbrella and went out into the rain. He fell and tore it. He then went back into the house and got another. The torn one was put away. One day an umbrella mender came to the house.

II. Tell who had the umbrella, how it was torn, and what Mr. Brown did with it; or tell something you once did with an umbrella.

III. Tell about playing in the rain; or getting wet when you had no umbrella; or



THE UMBRELLA MENDER

(14)

trying to mend something that was broken ;  
or watching some one mend a box, a shoe, or  
a dress.

IV. Copy the following lines and learn  
them :

*When the weather is wet we must not fret,  
When the weather is cold we must not scold,  
When the weather is warm we must not storm,  
But be thankful together whatever the weather.*

V. Copy the following :

*John ate meat and Jennie ate wheat.  
Hilda ate bread and potatoes.*

**CAUTION.**— Do not use the word *eat* instead of the word *ate*  
in sentences like the above.

Answer the following questions, using the  
word *ate* in each reply :

What did the boy eat for breakfast? What did  
the girl eat last Christmas? What did the horse  
eat last week? What did the girl eat at the party?  
What did the boys eat when they came from school?  
What did the bird eat?

**NOTE TO TEACHER.**— These optional subjects are given so that  
each pupil may have something within the range of his experience. It  
is not intended that each child shall use all of them.

## 6. IN DANGER.

### I. Complete the following story :

Willie and Henry were swinging in the orchard. They took turns. Willie pushed Henry first, and then — pushed Willie. Both were told to — on tight. But Henry did not hold — enough. The seat slipped from — him. He was holding only by his —. Willie tried to stop the swing. He was afraid Henry would —. But Henry — on tight until the — stopped. After that he was more careful.

II. Tell a story about swinging on a rope or on a grape vine. Or tell a story about some one slipping in a game.

III. Tell about a game that two children played. How did they play it? Which of the children won? Or tell a story about slipping on the ice.

IV. Write a story about the picture on page 17; or about some one who fell. What was he doing? What made him fall?



(17)

THE SWING

LANG. FOR LIT. PEOPLE — 2

V. Answer the following questions, using the words *have eaten*, *has eaten*, or *had eaten*:

Have you eaten your dinner?

Have you eaten all the ice cream?

Had you eaten your supper before he came?

Has the boy eaten all the oranges?

Ask and answer two questions, using *had eaten*, *has eaten*, or *have eaten*.

**Never use the word *eat* with *have*, *has*, or *had*. Use *eaten*.**

## 7. WHOSE DINNER?

I. Complete the following story by filling in the blanks:

Baby was sitting on the floor eating bread and milk out of a bowl. Four little — came in. They wanted to play with —. One little dog upset the — and spilled the —. Another dog climbed upon baby's —. The others pulled at — dress. The baby began to cry. Then her mother came and — the dogs away.

II. Tell this story in your own words. Who do you think ate most of the dinner?

III. Tell the class about some game you have seen children play; or tell about some trick a dog or some other animal did.



IV. Write or tell a short story about this baby and these dogs; or tell about some other baby and animal.

V. Learn the following:

ONLY ONE	MORE THAN ONE	ONLY ONE	MORE THAN ONE
boy	boys	box	boxes
girl	girls	man	men
book	books	woman	women
baby	babies	child	children
lady	ladies	mouse	mice



**8. WAIT A MINUTE.**

I. Tell the story of this picture, using words instead of the blanks:

Wait — —, Gip! I must put on your ——. You cannot have your —— until your —— is on. Do not be in such a ——! Do not try to ——. I will give you your —— after a ——. I will soon —— your —— on and then you may have your ——.

II. Write the above lesson, filling all the blanks.

III. Tell about feeding a dog; or being in a hurry to get dinner; or trying to hold back some person who wanted to do something or go somewhere.

IV. Finish the following story orally:

Jenny's father brought home a fine little dog for her to play with. His full name was Gipsy, but she called him Gip. Jennie and Gip had great fun. He would run after her and try to bite her heels. One day when Jennie was eating her dinner Gip came into the room. He barked and tried to jump into her lap, but she said ——.



(21)

WAIT A MINUTE

V. We should use *is* in speaking of only one person or thing; thus: *The boy is cold. Sugar is sweet. Iron is hard. He is here.*

Fill the following blanks with *is* :

Water — cold. The milk — warm. My book — lost. Your hat — new. No boy — in sight. A bird — on that tree. The boat — near the shore. The little girl — not at home. The house on the hill — painted red.

### 9. BED IN SUMMER.

In winter I get up at night  
And dress by yellow candlelight.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

Now does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

— ROBERT LOUIS STEVENSON.

I. Tell the class when this little boy gets up in winter. How does he see to dress?

What time do you get up in winter? Is it dark or daylight? What time do you go to bed in winter? In summer? Is it light or dark then? What does this boy see in the trees? What does he hear? What are the other people doing when you go to bed? At what time does the baby sleep? Do you like to go to bed in winter better than in summer? Why?

II. Tell a story about this little boy; or write from memory as much of the poem as you can.

III. Tell what games you play in winter; in summer. Or tell of a time when you were allowed to stay up very late.

IV. Copy and learn the following lines:

*Early to bed and early to rise  
Makes a man healthy, wealthy, and wise.*

V. We should use *are* in speaking of more than one person or thing; thus: *The boys are fishing. The men are making hay. The trees are green.*

Answer the following questions, using *are* in each answer:

Where are the boys? Where are the books? Are the books put away neatly? Who are going to the picnic? Who are in the other room? Are all the boys out on the playground? Where are the girls? Are all the pupils present?

**CAUTION.** — Do not use the word *is* in speaking of more than one person or thing. Use *are*.

### 10. GRANDMA'S TROUBLE.

One wintry day Tom, Ben, and Will were sliding on an icy pavement. Grandma Wilson came along from the store with a small basket of apples.

As she tried to walk on the ice she fell, and the apples rolled out. Tom and Will laughed at her, but made no move to help her. Ben snatched two of the apples and ran off.

Henry Harlan and two girls saw Grandma fall and went at once to help her. Henry gave her his hand, raised her up, and walked with her over the slippery pavement. The girls put the other apples into the basket and gave it to Grandma.

She said "Thank you," in a way that more than repaid them.

I. Tell the class what happened to Grandma Wilson. What did Tom and Will

do? What did they fail to do? What did Ben do? Then what happened? Who put the apples into the basket? What kind of boy was Ben? What kind of boys were Tom and Will? What kind of boy was Henry?

II. Tell a complete story about Grandma Wilson's fall.

III. Tell about a mishap you saw, and about helping some one in trouble.

IV. Copy and learn the following lines:

*Politeness is to do or say  
The kindest thing in the kindest way.*

V. Answer the following questions, using *there is* in each answer:

What is on the table? What is under the table? What is under the desk? What is on the shelf? What is in the street? What is in the wagon? What is in the basket?

**CAUTION.** — Remember that we should use *there is* when we speak of only one person or thing.

## 11. MAMMA'S LAP.

I like to play with dollies and I like to go to school,  
I like to jump my skipping rope in mornings when  
it's cool,

I like to go a-visiting while dolly takes a nap,  
But sometimes nothing else will do but my dear  
mamma's lap.

I like to climb the peach trees and I like to make  
mud pies,  
I like to play with the puppy and watch his tail and  
eyes,  
I like to go out riding and to wear my new red cap,  
But when I'm tired and sleepy, I want my mamma's  
lap.

I like my little playhouse, it's the finest in the town,  
I like to play big lady, with long skirts hanging  
down,  
I like to go to Sunday school, and wear my new  
silk wrap,  
But when a lump is in my throat I just want  
mamma's lap.

I. Tell the class whether you think this is  
a boy or a girl talking. Why do you think  
so? What things does a boy like to do?  
Are the things spoken of in the second stanza  
those a boy or a girl would like best? In  
the third stanza? In the first stanza why  
does she say she wants her mother's lap?  
In the second? In the third?

II. Tell the class some of the things you like. Then tell some of the things you like better. What does your mother do for you when you are in trouble? What does she do when you are sleepy? What song does she sing for you?

III. Tell the story of this poem; or tell of some game you have played; or of something your mother has done for you.

IV. Write a stanza of this poem as your teacher reads it; or write a stanza from memory.

V. Copy the following:

There are thirty days in September. There are seven days in a week. There are twelve months in a year. There are five boys in the class. There are seven girls in the first row. There are three twos in six. There are three threes in nine. There are five fingers on each hand.

**CAUTION.** — Never use *there is* in speaking of more than one person or thing. Use *there are* instead.

## 12. THE PURSE.

As two boys were walking along a road, one of them picked up a purse that was on the ground.



"Look here," said George ; " I have found a purse. I am going to keep it."

"No," said James ; " it belongs to me, too. I saw it as soon as you did."

They kept on talking, each claiming the purse.

All at once a hand was laid on George's arm, and a man said : " That purse is mine. I lost it. Give it to me, or I'll have you sent to jail."

George was scared and said to James, " We are in trouble now."

"No," said James, "you are in trouble. When you thought you could keep it you would not let me share with you. Now that you are in danger, I do not care to share. But tell the man that you did not steal it and give it to him."

I. Tell this story to the class ; or write part of it as your teacher reads it.

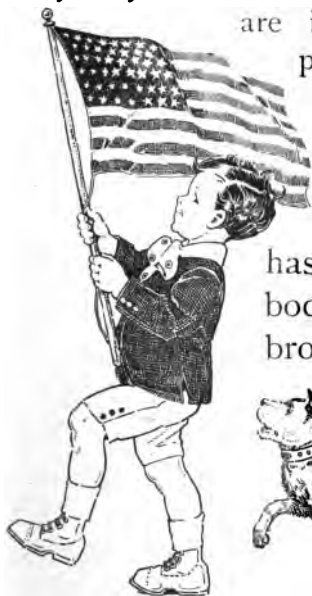
II. Tell the class about finding a knife, or money, or something else of value. What did you do with it ?

III. Tell what ought to be done by one who has found something that was lost ; or tell about losing something of your own and finding it.

IV. Write a story about losing something, hunting for it, and failing to find it.

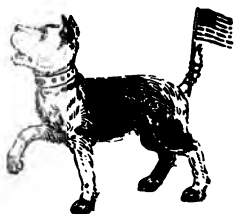
V. Answer the following questions, using *there are* in each answer:

How many boys are in the street? How many inches are in a foot? How many ounces are in a pound? How many feet are in a yard? How many days are in a week? How many days are in a month? How many players are in a baseball team?



### 13. COLOR.

I. John says his dog has brown ears, a black body, a white tail, and brown feet. The dog's name is Gip.



Tell the class about John's dog; thus, *Gip has a black nose.*

What colors are in the flag? What is the color of its stars? How many red stripes has it? How many white stripes?

II. Tell the color of your eyes; your hair; your mother's hair; your mother's eyes; your

father's eyes. Tell the color of your house; of the leaves in summer; of the sky; of coal; of blood.

III. Fill each of the following blanks with a word that expresses color :

I can see a ——— apple. My doll has ——— eyes. My wagon is painted ———. Gip has ——— feet. Gip ran on the ——— grass. A ——— dog ran after a ——— cat.

IV. *Dear Jack :*

*Can you play ball with me this afternoon? I have a bat. Bring your ball.*  
*Your friend,*

*Tom.*

This is a note that Tom wrote to Jack. What words show to whom the note was written? With what kind of letters do these words begin? What mark is after the word *Jack*? This is called a colon. With what kind of letter does each sentence begin? With what does the first sentence end? The second sentence? In what part of the note is Tom's name? What follows it?

Copy this note carefully.

V. Answer the following questions, using the word *was* in each reply :

Who was here? Who was struck with the ball? What was thrown at the dog? What was on the table? What was in the water? What was given to the boy? What was the matter with John? On what page was the lesson? Was Henry at school to-day?

#### 14. PLACE.

I. Mary is rocking the baby. While baby is going to sleep, Mary is thinking about the things in the room.

The picture is *on* the wall. The stockings are *on* the table. The toys are *behind* the chair. Her feet are *upon* a stool. The window is *behind* her. An apple is *in* her pocket.



Tell where something is in your school-room.

II. *The apple is — the book.* Write this sentence, filling the blank with one of the following words: *upon, over, under, behind.*

Make four sentences, using each of the above words in turn.

III. Take an apple and a book, and place them as you have just said. Then make a sentence, telling what you have done; thus, *I have placed the book under the apple.*

IV. Write a note to your cousin, telling him where two things are; thus, *The book is on the table, and the key is in the drawer.*

V. Write the following sentences as your teacher reads them :

Twenty boys were on the boat. Five girls were sent to the blackboard. Four men were standing on the street. The boys were laughing. Mary and I were on the train.

Answer the following questions, using the word *were* in each answer :

Were John and Henry at the party? Who were invited to the picnic? Were the men writing letters? Were the cars crowded?

## 15. SIZE AND SHAPE.

I. Willie and his sister are playing. He has a cane and a whip. His little sister has a doll, a fan,



a book, and a pipe for bubbles. Willie says:

“My drum is round. My cane is long. My blocks are square.”

Tell what his sister will say about her book; her fan; the bubbles; her doll.

II. Write these sentences as your teacher reads them :

My book is square. The bubbles are round.  
My doll is short. The whip is long.

III. Try to draw these blocks.

IV. Copy the following lines and learn them :

WASHINGTON'S RULES OF CONDUCT.

Always speak the truth. Always do your best.

ObeY your father and mother.

Always keep your promises.

V. Copy the following sentences :

There were five men on the boat. There were four books on the table. There were many girls in the yard.

Answer the following questions, beginning each answer with *there were* :

How many apples were in the basket? How many persons were in the room? How many girls were at the picnic? How many dollars were given for the wagon?

Make sentences each containing one of the following words. Use *there were* in

each sentence; thus, *There were five men in the wagon.*

desks	pictures	gardens	hats
boats	apples	plums	dresses

**CAUTION.** — Never use *was* in speaking of more than one person or thing.

## 16. WORK.

I. Read these sentences aloud, filling the blanks:

A carpenter saws wood with a ——. Mr. Smith is a farmer. He rakes hay with a ——. Mr. Wilson the tailor cuts cloth with a pair of ——. The grocer put a pound of butter on the ——. We like the bread that the —— bakes.

II. Write a sentence telling what a farmer does; a baker; a tailor; a storekeeper; a housekeeper; a blacksmith; a cook.

III. Tell the class what kind of work you think you would like to do when you grow up. Tell why you think you would like it. Or tell about playing store, or about watching a tailor, or a cook, or your mother making something.



IV. Copy the following lines and learn them :

*Kind hearts are the gardens ;  
Kind thoughts are the roots ;  
Kind words are the flowers ;  
Kind deeds are the fruits.*

V. Write the following sentences as your teacher reads them :

William brought an apple to school. The girls brought their lead pencils. All the boys brought their books with them.

Answer the following questions, using *brought* in each reply :

What did Harry bring to school? What did Laura bring to the picnic? What did the postman bring for me? What was brought by the errand boy?

### 17. FUN ON A WET DAY.

I. It is a wet day, and Willie and Bessie cannot go out to play. They are having fun in the house. Pretend that you are one of them, and tell about the fun you are having.

Fill the blanks in these sentences :

Bessie and I are playing ——. We have chairs for ——. Little May and our —— are on



Ruth M. Mallock.

the \_\_\_\_\_. Little \_\_\_\_\_ has her \_\_\_\_\_ in her \_\_\_\_\_. Bessie is the \_\_\_\_\_. She rings the \_\_\_\_\_. I \_\_\_\_\_ the \_\_\_\_\_. We are going very \_\_\_\_\_.

II. Write the story told in Lesson I.

III. Tell the class about playing in the house on a rainy day. Who were there? What did you play? How did you play it?

IV. Tell the class about playing school. Who was the teacher? Who were the pupils? How did they behave? What did they study? How did they like the teacher? What did they use for desks?

V. Answer the following questions, using the word *threw* in each reply:

What did Henry do with the ball? What did James and William do with the little fish that they caught? What did the boys do with their snowballs? What did Jennie do with the sour apple? What did Mary do with the bad peach? What did the boy do with the stone? Where did Henry throw his ball? Where did the boys throw stones?

## 18. THE SHOW.

I. Tell the class what these children are playing. What is in the cage? What do



they call it? What is the dog outside doing? What other wild animals have they in the show? Who do you think is manager of this show? What is he saying to the people? What is the boy on the pole trying to do? How many girls are there? What do you suppose each child paid to get in? What other children are watching the show? Why are they not inside?

II. Tell the story of this picture.

III. Tell a story about some show you saw. What animals did you see? How did they act? Or tell of some time you played circus or gave a show.

IV. Copy and learn the following lines :

*If you find your task is hard,  
Try again.  
Time will bring you your reward,  
Try again.*

V. Study and recite the following :

I have thrown.

I had thrown.

You have thrown.

You had thrown.

He has thrown.

He had thrown.

We have thrown.

We had thrown.

You have thrown.

You had thrown.

They have thrown.

They had thrown.

In place of the word *he* we may use *she* or the name of a person or thing; thus, *She has thrown. Mary has thrown. The man had thrown.*

Use the words *seen* and *eaten* instead of the word *thrown*.

NOTE TO TEACHER. — These exercises are intended simply to give children practice in correct forms.

## 19. THE BROKEN MIRROR.

I. Look at the picture on the next page. What has one of these boys in his hand? What has happened? Whose fault do you think it was? Who is talking to the boys? What is she saying to them? What have they been told about shooting in the house? What do you think they should do to make good the damage they have done?

II. Tell the story of this picture to the class. Tell which of the boys owns the bow; how he got it; how they happened to shoot in the house; at what they were



THE BROKEN MIRROR

shooting; and what they did to make good the damage.

III. Tell the class of something you once broke. How did you break it? Could it be mended? What did you do to get a new one?

IV. Write a note of not less than five lines telling about something that was done with a bow, a gun, a ball, or a stone.

V. *For Drill.* Use the vertical columns first. Then recite the lines from left to right.

I come now.

I came yesterday.

You come now.

You came yesterday.

He comes now.

He came yesterday.

We come now.

We came yesterday.

You come now.

You came yesterday.

They come now.

They came yesterday.

**CAUTION.**—Never use *came* with *have*, *has*, or *had*. Use *come* with these words.

## 20. HENRY'S DREAM ON CHRISTMAS EVE.

I. Christmas was coming. Henry could hardly wait for it. He bought some presents for his friends, and then kept wondering what he would get. Very late on





HENRY'S DREAM ON CHRISTMAS EVE

Christmas Eve he hung up a large stocking beside the fireplace, went to bed, and soon fell asleep.

Tell his dream, filling the following blanks :

He dreamed that —— came down the —— into the room. On his head was a funny —— . His beard was long and —— . His coat was trimmed with —— . He had a big —— filled with —— .

Tell the rest of Henry's dream and let us know all that Santa Claus put into the stocking. Tell what Henry did in the morning.

II. Write a note to Santa Claus telling him what you want for Christmas; or tell the class what you did last Christmas.

III. Tell the class about a present you once received. What was it? What did you do with it? Or tell about making something for a Christmas gift.

IV. Copy the following lines and learn them :

*He comes in the night ! He comes in the night !  
He softly, silently comes ;  
While the little brown heads on the pillow so white  
Are dreaming of bugles and drums.*

## V. Study the following sentences :

The man *runs* now.The men *run* now.The boy *reads* now.The boys *read* now.

Tell two things that a horse does ; or a girl ; a cat ; a dog ; a man ; a bird.

Tell two things that horses do ; or girls ; cats ; dogs ; men ; birds.

## 21. "ONE, TWO, THREE!"

It was an old, old, old, old lady,

And a boy that was half past three ;

And the way that they played together

Was beautiful to see.

It was hide-and-go-seek they were playing,

Though you'd have never known it to be —

With an old, old, old, old lady,

And a boy with a twisted knee.

The boy would bend his face down

On his one little sound right knee,

And he'd guess where she was hiding,

In guesses One, Two, Three !

"You are in the china closet !"

He would cry and laugh with glee —

It wasn't the china closet,

But he still had Two and Three.

" You are up in papa's big bedroom,  
 In the chest with the queer old key ! "  
 And she said : " You are warm and warmer,  
 But you're not quite right," said she.  
 " It can't be the little cupboard,  
 Where mamma's things used to be,  
 So it must be the clothespress, gran'ma ! "  
 And he found her with his Three.

Then she covered her face with her fingers,  
 That were wrinkled and white and wee,  
 And she guessed where the boy was hiding,  
 With a One and a Two and a Three.  
 And they never had stirred from their places,  
 Right under the maple tree —  
 This old, old, old, old lady  
 And the boy with the lame little knee —  
 This dear, dear, dear old lady  
 And the boy who was half past three.

— H. C. BUNNER.

I. Tell the class who were playing hide-and-go-seek here. How did they play? What is meant by being warm and warmer? What do you think happened to the child's mother? What kind of fingers did the old lady have? Name some of the places the boy pretended to hide.

II. Why do you like this lady? Why do you like the little boy? Have you a grandma or an older person who plays with you? What do you play? Name your favorite game. How is it played?

III. Tell a story of a game you have played with an older person or with some children.

IV. Write a story about your favorite game or sport. Tell when, where, and how it is played.

### V. *An Oral Drill.*

Are you taller than I? No, I am not so tall as you.

Are you taller than she? Yes, I am taller than she is.

Are you taller than he? Yes, I am taller than he is.

Are you taller than they? No, I am not taller than they are.

Are you older than we? Yes.

Are you older than they? No, we are younger.

Are you stronger than I? No, I am not so strong as you.

**22. THE FERRY FOR SHADOWTOWN.**

Sway to and fro in the twilight gray ;  
This is the ferry for Shadowtown ;  
It always sails at the end of day,  
Just as the darkness is coming down.

Rest, little head, on my shoulder, so ;  
A sleepy kiss is the only fare ;  
Drifting away from the world we go,  
Baby and I in the rocking-chair.

Rock slow, more slow, in the dusky light,  
Silently lower the anchor down :  
Dear little passenger, say " Good night,"  
We've reached the harbor of Shadowtown.

— LILLIAN D. RICE.

I. Baby is sleepy, oh, so sleepy ! He yawns and yawns, and rubs his eyes. Mamma sits down in a rocking-chair. Where does the baby go ? What does his mother do then ? (Takes him up and begins to rock.) How does the chair move ? (See first line.) What does the baby want to do ? Mamma calls going to sleep going to Shadowtown. Mamma plays that baby is in a ferryboat. Where will the ferryboat take him ? When does the boat always

sail? Where does the baby's mother tell him to rest his little head? What does the baby pay for his ride? Why does he not give her a big hug and a kiss? How does she rock at first? When does she stop?

II. Suppose that you are rocking a baby to sleep. Tell what you do. What do you say or sing? What do you do when sleep comes? Tell a story that was told to put a child to sleep.

III. Write something that you told in Lesson II.

IV. Write part of this poem as your teacher reads it; or write as much of it as you can from memory.

V. *Oral Drill.* First recite from top to bottom, then from left to right.

I *sit* here now.

You *sit* here now.

He	}	sits here now.
She		
A person		

We *sit* here now.

You *sit* here now.

They *sit* here now.

I *sat* here yesterday.

You *sat* here yesterday.

He	}	sat here yes- terday.
She		
A person		

We *sat* here yesterday.

You *sat* here yesterday.

They *sat* here yesterday.

**23. THE MILKMAID.**

Once upon a time a milkmaid was walking along with a pail of milk. She sang a merry song, for she was thinking of the money she would get when she sold her milk. Then she said to herself:

"I have eight quarts of milk, which I shall sell. With the money I shall buy fifty eggs. I shall put these under some of my hens. The hens will keep them warm until little chickens are hatched. I shall give these chickens plenty of good food and clean water. They will grow fat, and by Christmas they will be large enough to sell. I can get enough money for them to buy a fine new dress."

She was thinking so much about her new dress that she forgot to be careful. Her foot struck a stone, and as she tried to keep from falling, the pail flew out of her hands, and the milk was spilled.

I. Tell this fable in your own words.

II. Tell how a boy or a girl tried to earn money and was disappointed.

III. Tell how you tried to do something, or to make something, and failed because you did not take care.

IV. Write the story you have just told.



V. Fill the following blanks with *sit*, *sits*, or *sat*:

The man — on the chair now. The bird — on the tree yesterday. We — here yesterday. The boy had — on the grass. They — in a row last Christmas. The men have — on the bench for an hour. He — now on a high chair. — still!

#### 24. THE LAND OF COUNTERPANE.

When I was sick and lay a-bed,  
I had two pillows at my head,  
And all my toys beside me lay  
To keep me happy all the day.

And sometimes for an hour or so  
I watched my leaden soldiers go,  
With different uniforms and drills,  
Among the bed clothes, through the hills.

And sometimes sent my ships in fleets  
All up and down among the sheets;  
Or brought my trees and houses out,  
And planted cities all about.

I was the giant, great and still,  
That sits upon the pillow hill,  
And sees before him, dale and plain,  
The pleasant Land of Counterpane.

— ROBERT LOUIS STEVENSON.

I. Was this little boy very sick? Why do you think so? Where were two pillows put? Why? What kind of soldiers did he have? What did he do with them? What did he call the bed? What did he call himself? What did he do with his ships? Where did they sail? What did he do with his trees and houses?

II. Tell a story about this little boy and his leaden soldiers, or his ships, or his trees and houses; or, ask five questions about this poem, and let your classmates answer them.

III. Write answers to five of the questions in one; or, write part of this poem from memory.

IV. Write a short note to a friend, telling him how you amused yourself after you had been sick, or of a game you played with toys.

V. *For Concert Recitation.* First recite from top to bottom, then from left to right.

I am sitting now.

I was sitting yesterday.

You are sitting now.

You were sitting yesterday.

He	} is sitting
She	
A person	
	now.

He	} was sitting yester-
She	
A person	
	day.

We are sitting.  
You are sitting.  
They are sitting.

We were sitting.  
You were sitting.  
They were sitting.

## 25. SUMMER.

I. Tell a story from the following hints:  
A little boy lives in the city. Goes to the country. Plays on the grass. Gathers berries. Throws stones. Is tired. Lies down under a tree. Sleeps. Wakes. Goes home.

II. Write the story of this boy, giving his name.

III. Tell the class about going to the country or to the park, playing on the grass, or lying in the shade, or going to sleep out of doors on a warm day. Or tell them about going fishing or swimming.

IV. Write the following lines which your teacher will read, and then learn them:

*All that other folks can do,  
Why, with trying, should not you?  
Only to this rule be true  
Try again !*

## V. Learn the following sentences :

I'm means *I am*.Isn't means *is not*.Wasn't means *was not*.Weren't means *were not*.There's means *there is*.Don't means *do not*.Doesn't means *does not*.Didn't means *did not*.

Such forms as *I'm*, *isn't*, *wasn't*, *weren't*, *there's*, *doesn't*, and *don't* are called contractions.

## 26. RAIN.

I. Read the following to the school, filling the blanks with your own words :

Rain comes from the ——. Rain clouds look ——. Sometimes the rain comes down in — drops, and sometimes the raindrops are ——. Rain gives us — to ——. It makes plants —.

II. Tell the class about wading in water, or about what you saw from the window one rainy day. Or tell about riding or walking in the rain.

III. Write a note of at least five lines, saying that a heavy rain kept you from meeting a friend.

## IV. Copy and learn the following lines :

*Whichever way the wind doth blow,  
Some heart is glad to have it so ;  
Then blow it east or blow it west,  
The wind that blows, that wind is best.*

## V. Write the following sentences, using the full forms, instead of the contractions :

I'm going to town to-morrow. Weren't you at the picnic? Isn't this a cold day? Wasn't John at school yesterday? Weren't you in the city last week? The apples weren't ripe. Don't go till I come. There's many a flower that no one sees.

## 27. WINTER.

I. What are all these boys doing? How does the dog show that he likes the fun? How can the dog help the boy with the sled? How does the boy show that he likes his dog? What are the other boys doing?

II. Tell a story about this winter scene.

III. Tell a story about skating. Where was it? Was the ice strong and safe, or did you have an accident? Who was with you? Was the ice smooth or rough?



IV. Write a note to your uncle, telling him that you received the present he sent you. Thank him for it.

V. Learn the following :

I don't.

We don't.

You don't.

You don't.

He

She

A person

or thing

} doesn't.

They don't.

*Dictation.* Don't go home till I come. We don't know what time it is. We don't hear you. You don't know who I am. Mary and I don't see William. You and Helen don't know where I am. John doesn't want to go home. The cat doesn't like dogs. The boy doesn't hear you. Doesn't he see you? Doesn't Fred want this pencil?

## 28. ICE AND SNOW.

I. What are these children doing? What animals have they made? What do you think they are going to do with the animals? Who is the manager of the show? Where is it held? What is the manager doing? Who will be the audience? What do you think they will pay to get into the show?



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ICE AND SNOW



II. Name two things that look like snow. Where does snow come from? What becomes of it? Why do children like to play in the snow? Name the things that children make of snow.

III. Tell a story about making a snow man. Tell who made it; what they used for his eyes; for his hat; for his cane. What became of him? Or tell about something you did last winter.

IV. Write a note inviting a friend to go skating with you. Tell when and where you are going, and who else will be there. Tell when you will return.

V. Learn the following, first from top to bottom, then from left to right :

I lie down now.

You lie down now.

He	} lies down now.
She	
A person	

We lie down now.

You lie down now.

They lie down now.

I lay down yesterday.

You lay down yesterday.

He	} lay down yesterday.
She	
A person	

We lay down yesterday.

You lay down yesterday.

They lay down yesterday.

## 29. THE POSTMAN.

I. Look at the picture on the next page. Tell the following story, filling all the blanks:

James and his three — live in the country. One day their — Harry came to — them. He rode in his — with his — Prince for a horse. They talked for a little while, and then they played postman. They got some of their father's old — and papers to play with.

Harry rode up to the — with the mail, and the others came out to see if he had any — or — for them. He gave Mary a —, and she started to take it into the —. Susie looked over his shoulder while he tried to find a — for her.

Tell what James and Maude did, and where Harry went next. Tell how Prince liked to play horse.

II. Write the story, filling all the blanks.

III. Make up and tell a story about what these children did next. Tell what games they played, where they went, what they found in the fields, and what they did with Prince.

IV. Write a note of at least five lines, telling about the fun you once had playing in the



THE POSTMAN

country, or in the park, or with a pet of some kind.

V. Answer the following questions, using *lie*, *lies*, or *lay* in your answers :

Where does baby lie at night? Where does the sheep lie? Where did you lie last night? Where did the horse lie last winter? last summer? Where did your pet kitten lie last month? Did you lie in bed late yesterday?

### 30. THE ORGAN GRINDER.

I. Look at the next picture. Tell the story of the Organ Grinder from the following questions :

What did some children hear in the street one day? Where did they go then? Who made the music? What kind of tune did he play? What did the two girls do? Who helped the little child? Who watched from the window? Who looked toward the window? What did he think he would get? How long did the children dance? Where did the organ grinder then go?

II. Tell the class about listening to a band playing in the street, or about watching an organ grinder or a monkey.



THE ORGAN GRINDER

III. Write a note to a friend, telling about playing or about something you have seen in the street.

IV. Copy the following lines and learn them :

*When study and school are over,  
How jolly it is to be free,  
Away in the fields of clover,  
The honey-sweet haunts of the bee.*

V. Learn the following, first from top to bottom, then from left to right :

I am lying down.	I was lying down.
You are lying down.	You were lying down.
He            }	He            }
She           } is lying down.	She           } was lying down.
A person    }	A person    }
We are lying down.	We were lying down.
You are lying down.	You were lying down.
They are lying down.	They were lying down.

### 31. BLIND MAN'S BUFF.

I. Finish this story :

Once upon a time some boys and girls were playing Blind Man's Buff. Albert had been blindfolded and was trying to —.



BLIND MAN'S BUFF

Look at the picture and tell what the children did while this was going on. What was done with the baby? Why? Why did one child get down on the floor? Tell how long you think they played. What other games did they play?

II. Tell the class about playing the game you like best. How many does it take to play it?

III. Learn the following rime and then write it:

*Here are the days that Bessie can say :*  
*Saturday, Sunday, Monday,*  
*Tuesday, Wednesday,*  
*Thursday, Friday,*  
*Saturday, Sunday, Monday.*

IV. One day the postman stopped at the home of Mary Ross and left a letter for her. On the envelope was:

*Miss Mary Ross*

*Erie*

*Pa.*

Mary opened the envelope and found this letter :



*Denver, Colo.*

*Sept. 10, 1911.*

*Dear Mary:*

*I am coming to see you. Tell your  
mamma I expect to reach Erie on Friday at 3 o'clock  
in the afternoon. Can you meet me at the station?*

*Your loving*

*Grandma.*

Copy this letter carefully, noting the capitals and punctuation marks.

V. Write an answer from Mary, saying that they will be at the station and will be glad to see Grandma. Cut a slip of paper the size of an envelope and address it as follows:

*Mrs. Thomas Moore*

*16 Third Street*

*Denver*

*Colo.*

### 32. THE YOUNG DOCTOR.

I. What is this boy doing? What has happened? Whose dog is this? Where do you think the boy got him? How does he feel toward the dog? How does the dog



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THE YOUNG DOCTOR

feel toward the boy? How is the boy dressed? How does he earn money? What kind of home do you think he has? Why do you think so?

II. Tell at least five things about this boy and his dog. Tell of the fun they had after the dog got well.

III. Tell how a boy or girl cared for a pet; or had fun with a dog; or earned a dime.

IV. Write a note to your sister of at least five lines, telling her that some person or some pet has been hurt. Tell how it happened and what was done next.

Or write the following lines, which your teacher will read to you. Then learn them:

*He prayeth best who loveth best  
All things both great and small.*

*Be friendly, and you will never want friends.*

V. Learn the following:

Thirty days hath September,  
April, June, and November;  
All the rest have thirty-one,  
But February, which alone

Has twenty-eight; and one day more,  
We add to it one year in four.

Copy the following:

Jan. means January.	Aug. means August.
Feb. means February.	Sept. means September.
Mar. means March.	Oct. means October.
Apr. means April.	Nov. means November.
May, June, July.	Dec. means December.

### 33. GRANDMA'S COUNSEL.

Grandma says in her own sweet way:

“The world was not made in a day — in a day;  
And the blue sky, where the white clouds flit —  
Why, the Lord was six days painting it!  
The way's not sunny;  
But don't you fret!  
Cheer up, Honey, —  
You'll get there yet.”

Grandma says in her own sweet way:

“The world was not made in a day — in a day;  
The meadow there, where you love to sit,  
Why, the Lord took time to carpet it!  
The way's not sunny;  
But don't you fret!  
Cheer up, Honey, —  
You'll get there yet.”

And still to me in the fields and dells  
Her sweet voice rings like the chime of bells,  
And I dream brave dreams as I hear her say,  
“The world was not made in a day—in a day;  
The way’s not sunny;  
But don’t you fret!  
Cheer up, Honey, —  
You’ll get there yet.”

I. Tell us why you think this child is fretting. Why has he gone to Grandma? What does Grandma say? Why does she speak as though the sky were painted? How does she mean that the meadow is carpeted? Why does she say the world was not made in a day? What is meant by brave dreams?

II. Tell of something that was hard for you to do, and in doing which you were helped by kind words.

III. Tell about doing something or making something that took a long time. Or recite a poem about trying again.

IV. Write the first stanza as your teacher reads it, or from memory. Or write the story in your own words; or copy the following lines and learn them.

*He does well who does his best.*

*Politeness costs nothing and buys everything.*

V. *Dictation.* Christmas is the 25th of December. May Day is the 1st of May. June is the month of roses. The Fourth of July is a holiday. Labor Day is in September. June, July, and August are summer months. The winter months are December, January, and February.

### 34. A TRICK.

Harry and his parents were in camp on the shore of a lake. One day Harry was playing among the boats. Suddenly his parents heard a great splash and then a feeble cry:

"Help! Help!"

Harry's father rushed down to the boats and looked in the water, but he could see no one. His mother clasped her hands and began to cry.

When his father reached the last boat, Harry rose from behind it.

"Ha! ha!" he cried. "I fooled you! It was a big stone that made the splash. I pushed it off the bank."

I. Where was this camp? Where did Harry go to play? What did he do? What did his father think? Where did he go? What did Harry's mother do? Why?

What had Harry done? What do you think of an act of this kind? What do you think should have been done to Harry? Why?

II. Tell this story to the class.

III. Tell the class a story about being in camp, or about playing by the water. Or tell how a child frightened some one, or was frightened.

IV. Write a short note about something you did with a boat, or about a trick of some kind.

V. Make sentences, using the following:  
*too hard; too easy; too young; too old; too much; too little; too near; too far; too large; too small; too cheap.*

Answer the following questions, using *too* in each answer:

Why didn't John come to school? Why was the boy drowned in the river? Why didn't the girl put the apple into her pocket? Why didn't the car stop for more passengers? Why didn't the horse jump over the fence? Why didn't Jane solve all the problems?

## 35. LITTLE BOY BLUE.

The little toy dog is covered with dust,  
But sturdy and staunch he stands;  
The little toy soldier is red with rust,  
And his musket molds in his hands.  
Time was when the little toy dog was new  
And the soldier was passing fair,  
And that was the time when our Little Boy Blue  
Kissed them and put them there.

"Now don't you go till I come," he said;  
"And don't you make any noise!"  
So toddling off to his trundle-bed  
He dreamed of the pretty toys;  
And as he was dreaming, an angel song  
Awakened our Little Boy Blue —  
Oh, the years are many, the years are long,  
But the little toy friends are true.

Aye, faithful to Little Boy Blue they stand,  
Each in the same old place,  
Awaiting the touch of a little hand,  
The smile of a little face.  
And they wonder, as waiting these long years  
through,  
In the dust of that little chair,  
What has become of our Little Boy Blue  
Since he kissed them and put them there.

— EUGENE FIELD.



I. Tell the class whose little toy dog this was. Whose is it now? Why is it covered with dust? How does it stand? Who owned the toy soldier? Why is he red with rust? Why does his musket mold in his hands? Who put the toys where they are? What did he do before he put them there? Why? What did he say to them? Then where did he go? Of what did he dream? Did he ever come back to play with the toys? Why not? What words in the poem show this? Why does the author say the years are many, the years are long? Where do the toys still stand? Who keeps them there? For what do they wait? What do they wonder?

II. Tell the story of Little Boy Blue. Or write the poem as your teacher reads it. Or write as much of it as you can from memory.

III. Tell the class about some toys, or a pair of little shoes, that are kept because they once belonged to a small boy or girl. Or tell about playing with toys and putting them away for a little while.

## IV. Copy and learn the following lines :

*Beautiful hands are they that do  
Work that is earnest, brave, and true,  
Moment by moment the long day through.*

V. *Review.* Change these sentences so that each will tell of many instead of one :

There is a little boy in the room. There was an elephant in the parade. Was the boy lost in the woods? Was the stone thrown into the water? The baby went to sleep. Was the child older than I? Doesn't the boy like to study? Was the lesson too long? Is the apple good to eat?

**36. THE FARMER AND HIS DONKEY.**

Once upon a time a farmer and his son set out to go to town. They took a donkey along with them to bring back some things that they wanted to buy.

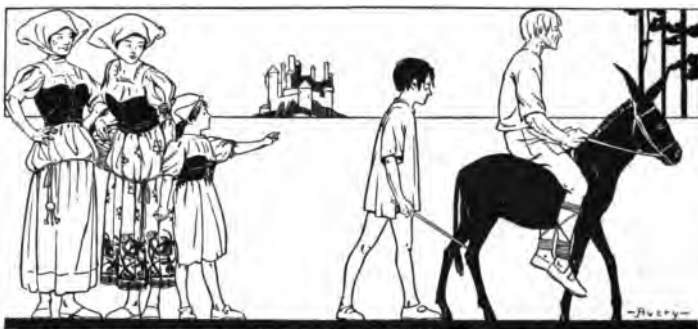
They walked and walked until they met some young men who stopped to look at them.

"See those stupid people walking in the hot sun, and that donkey with nothing to do! Why doesn't one of them ride!" said one of the young men.

"Quite right!" said the farmer to himself.

So he placed his son upon the donkey's back.

After a while they came to some boys. One of them pointed his finger at the boy and said :



“See that great, strong boy riding on the donkey while his poor old father trudges along in the dust!”

“Quite right! Quite right!” said the father.

So he took the boy from the donkey’s back and rode in his place.

They went along until they met some women.

“Look at that strong man riding on the donkey while his poor little boy toddles along in this hot sun! He ought to take the boy up with him.”

“Quite right! Quite right!” said the farmer. So he lifted the boy to a seat behind him.

They rode and they rode, until they came to some old men, who were sitting by the wayside. They looked and looked at the two on the little donkey.

“Look at that big, lazy man and that great, healthy boy on that poor old donkey! Why, you two are better able to carry the poor beast than he is to carry you.”



"Quite right! Quite right!" said the farmer. So he and his son got off, tied the donkey's legs together, and hung him on a pole. Then they took him on their shoulders and marched off.

The people came out in crowds to see the funny sight. They cheered when they saw the donkey hanging from the pole, while the man and the boy were red in the face from their heavy load.

They went on till they came to a bridge near the town. The donkey did not like such a ride. He turned and twisted, and twisted and turned, until at last he broke the cords and tumbled into the river.

"When we try to please everybody we please nobody," said the farmer.

"Quite right!" said the son.

I. Tell this story in your own way.

II. Tell what the farmer should have said to the young men; the women; the boys;

the old men. Or tell some other story about a donkey; or about a horse or a colt.

III. Tell about some person who changed his plan because others made fun of him or wanted him to do something different. Or tell of some one who would not change his plan when others wanted him to do so.

IV. Copy the following lines, and commit them to memory:

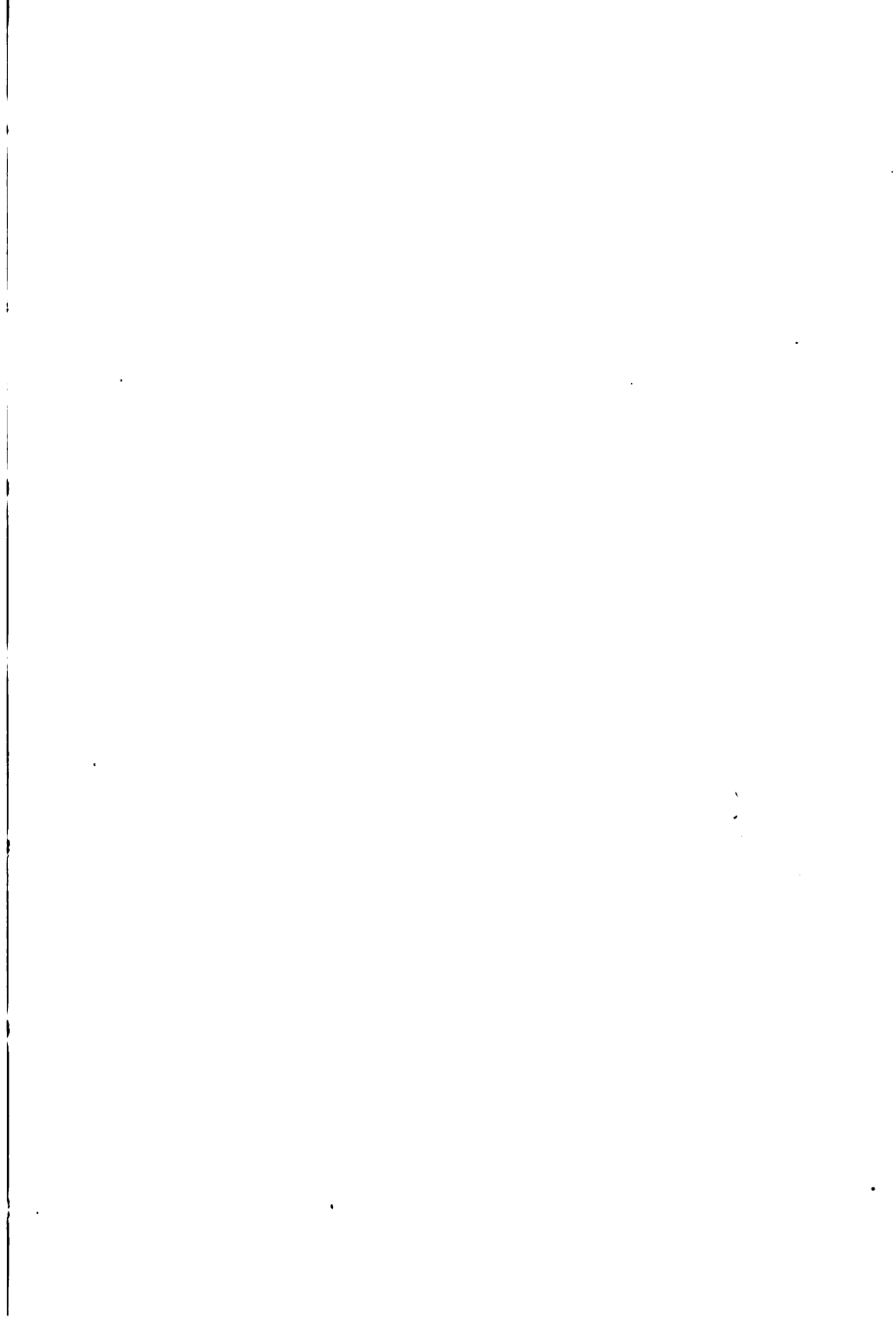
*Whoever you are, be noble;  
Whatever you do, do well;  
Whenever you speak, speak kindly;  
Give joy wherever you dwell.*

V. *Review.* Answer the following questions in sentences:

Did the boy eat his dinner at twelve o'clock? Did the girl go to school yesterday? Was the boy lying on the ground very long? Did you ever see an oak tree?

Change the following sentences so as to show past time:

I see the man in the street car. I bring fresh flowers to-day. I come from the city. I sit by the side of the river. He throws a stone into the water.



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